Food and Agriculture
Organization of the
United Nations

Applying MEV-CAM tools:
participatory video

Produced by the Making Every Voice Count for Adaptive Management Initiative

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Abbreviations

DSL-IP	Dryland Sustainable Landscapes Impact Programme
FAO	Food and Agriculture Organization of the United Nations
GEF	Global Environment Facility
KE	Knowledge exchange
M&E	Monitoring and evaluation
MEL	Monitoring, evaluation and learning
MEV-CAM	Making Every Voice Count for Adaptive Management
PLA	Participatory Learning and Action
PV	Participatory video
PVMSC	Participatory Video and Most Significant Change
RFS	Resilient food systems
SSC	South–South cooperation
WeCaN	Nurturing the Community of Knowledge Practice for Women in Dryland Forests and Agrosilvopastoral Systems

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Background

The Making Every Voice Count for Adaptive Management (MEV-CAM) initiative was launched in 2020 to change the way South–South knowledge management is approached by using local and Indigenous expertise to restore degraded drylands through the adoption of more sustainable practices. By empowering communities and stakeholders to demonstrate their skills, express their challenges and share successes, the most significant impact can be visualized from the process of change itself. Initiated by the Dryland Forestry and the South–South and Triangular Cooperation Divisions of the Food and Agriculture Organization of the United Nations (FAO), MEV-CAM sparked a discussion on beneficiaries' ownership of change and the way valuable knowledge is shared and upscaled through different Southern regions in the world (FAO, 2022a).

The MEV-CAM initiative extracts best practices for scaling up, down and deep to give communities ownership over the process of defining change by focusing specifically on the impact at scale. As of December 2022, MEV-CAM spans 18 countries and three regions. MEV-CAM participants have gained valuable insight and developed skills in capacity development, process documentation, knowledge management and sharing, a new style of monitoring and evaluation (M&E), and advocacy to include in their respective projects. One of the knowledge process documentation tools that MEV-CAM uses is participatory video (PV), and over 100 members have been trained in various PV techniques, of whom 53 specifically trained to be facilitators in Participatory Video for Most Significant Change (PVMSC).

Since 2021, five baseline PVs were created as part of the GEF-7 Dryland Sustainable Landscapes Impact Programme (DSL-IP) in Angola, Botswana, Kazakhstan, Malawi and Namibia, with one baseline produced in Zambia. In 2022, four PVs were produced as part of the GEF-6 Resilient Food Systems (RFS) project in Burundi, Malawi, the United Republic of Tanzania and Uganda, where communities demonstrated skills and practices, and advocated for other needs. The two PVs from Malawi and the United Republic of Tanzania were produced jointly by the RFS and DSL-IP projects to show a scaling up of practices between communities within the same location. Another two PVs were produced as part of the "Enhancing resilient livelihoods and food security of host communities and Syrian refugees through the promotion of sustainable agricultural development" project, supported by the European Union (EU) Regional Trust Fund in response to the Syrian crisis – i.e. the Madad Fund – to document change in livelihoods in Zaatari Refugee Camp in Jordan. Finally, one baseline PV was produced to capture the education of young girls in Mozambique on more sustainable land management, and a second baseline PV was produced in Angola to monitor the impact of Farmer Field Schools in the Province of Cunene.

An essential part of this is practical experience gained through fieldwork that can accurately capture voices from the ground. MEV-CAM has developed this toolkit in collaboration with InsightShare to present experiences from the field, captured in the form of case studies, to demonstrate how PV can be embedded within any project to support impact at scale.

Shifting the paradigm in South–South knowledge documentation and dissemination

The United Nations General Assembly declared 2021 to 2030 the UN Decade of Ecosystem Restoration (UNEP and FAO, 2021). However, despite successful efforts to sustainably manage dryland forests and agrosilvopastoral systems, due to the failure to adequately document, systematize, share and learn from these and from unsuccessful initiatives, new initiatives too often 'reinvent the wheel'. With an increasing number of opportunities to promote broad-based participation in sustainable land and forest management, there is increased recognition that the current knowledge documentation, monitoring of change and evaluation of impact should involve a participatory component (Haddad, Ariza and Malmer, 2021). MEV-CAM acknowledges these gaps and applies the approach of the UN Decade of Ecosystem Restoration: the identification and sharing of best practices to prevent, halt and reverse the degradation of ecosystems, and to ensure that the knowledge documentation process is people-centred, follows a bottom-up approach, and includes practices that are just as sustainable as the future we envision (UNEP and FAO, 2021).

The MEV-CAM approach guarantees that stakeholders at different levels, including local and Southern communities, are ***engaged*** in the impact and processes of change with decision makers; ***learn*** not only from partners and facilitators, but also from other community members; and feel ***inspired*** to disseminate their knowledge and voice their needs in order to participate in sharing information. This approach, also known as 'knowledge process documentation', documents the process of behavioural change and the new practices that develop from this change, and disseminates these outcomes to stimulate a dialogue (Abd-Alhadi *et al.*, 2006; da Silva Wells *et al.*, 2011).

The objectives of MEV-CAM are to:

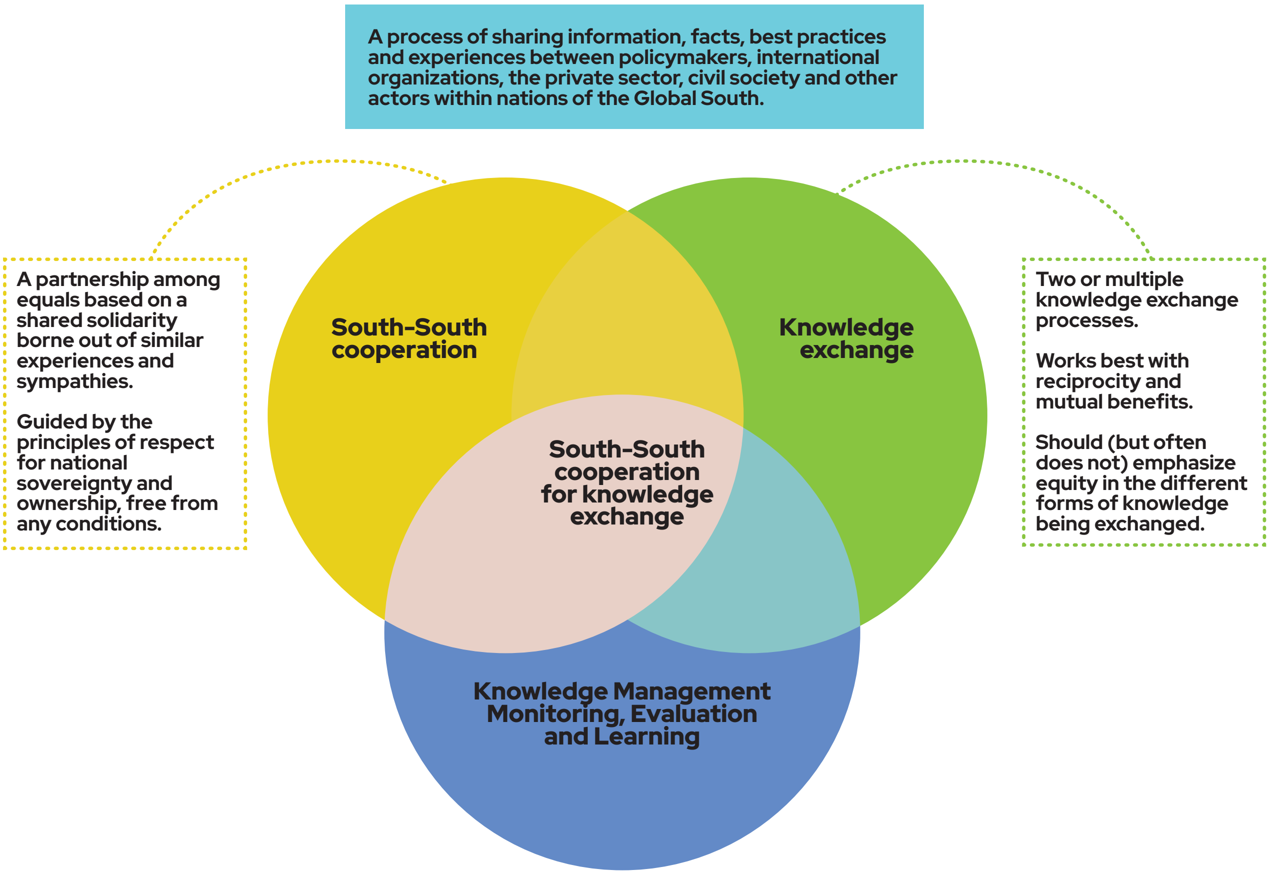
- bring in experience from the regions to identify the regional and transboundary challenges in dryland forests and agrosilvopastoral management;
- promote participatory planning through partnership between government, communities and civil society organizations;
- strengthen capacity for participatory monitoring and link the local lessons to larger-scale learning on the role of dryland forests and agrosilvopastoral management in improving communities' resilience and ecosystem service values;
- document and communicate lessons and experiences to local, national and global audiences; and
- develop a systematic and coherent South–South cooperation and knowledge management framework for the FAO–GEF programmes for the cross-fertilization of knowledge and adaptive learning.

The MEV-CAM initiative is the first FAO–GEF programme where South–South cooperation (SSC) is fully embedded as part of the Knowledge Management Framework. The lessons learned from the MEV-CAM initiative will inform how to effectively mainstream knowledge management and SSC within the FAO–GEF programme interventions in the future (FAO, 2022b)(Figure 1).

To ensure that best practices are captured and replicated, the MEV-CAM initiative has also created a knowledge sharing platform that works hand in hand with FAO's South–South Cooperation Gateway. As a result, practitioners and community members are included in a network where they can freely interact and develop their own employment-led recovery responses, while also seeking advice on how to improve their own resilience. The MEV-CAM initiative equips stakeholders to review and discuss development policies and capacity-building efforts within the South–South Cooperation Gateway at the national, regional and global levels. The aims of the South–South knowledge-sharing component thus complement MEV-CAM's efforts in ***engaging*** community members to document the most sustainable processes to combat food insecurity and poverty, ***learn*** from other members about new skills and best practices, and ***inspire*** one another to be their own agents of change.

There is emerging evidence from the Global Environment Fund (GEF) that: South–South cooperation (SSC) for sharing knowledge is important to scaling up good practices; ***simply creating and accumulating more knowledge does not necessarily translate into good practices***; and the knowledge generated is often underexploited (STAP, 2021). There has been little consolidation of lessons learned and on what needs to be done to improve the practice of knowledge exchange through SSC. Knowledge exchange often occurs in an ad hoc manner, based on 'what seems to work' and not necessarily considering that knowledge is context-dependent, or that it consists of active learning from experience.

Figure 1. South–South cooperation for knowledge exchange



A process of sharing information, facts, best practices and experiences between policymakers, international organizations, the private sector, civil society and other actors within nations of the Global South.

A partnership among equals based on a shared solidarity borne out of similar experiences and sympathies.

Guided by the principles of respect for national sovereignty and ownership, free from any conditions.

Two or multiple knowledge exchange processes.

Works best with reciprocity and mutual benefits.

Should (but often does not) emphasize equity in the different forms of knowledge being exchanged.

South-South cooperation
Knowledge exchange
South-South cooperation for knowledge exchange
Knowledge Management Monitoring, Evaluation and Learning

Source: STAP (Scientific and Technical Advisory Panel to the Global Environment Facility). 2021. *Understanding South–South Cooperation for Knowledge Exchange*. (Document No GEF/STAP/C61/Inf04.) Global Environment Facility, Washington DC. www.thegef.org/council-meeting-documents/understanding-South–South-cooperation-knowledge-exchange

MEV-CAM: observing change to make a difference at scale

Impact does not stop at the conclusion of one project; rather, it is enhanced together with findings and results ito scale up and improve future interventions and investments. The MEV-CAM approach ***scales up*** knowledge by empowering communities to advocate to policymakers for changes at the institutional level; ***scales out*** knowledge by focusing on the replication and dissemination of good practices, increasing the number of people or communities impacted; and ***scales deep*** by addressing changes in relationships, cultural values and beliefs (Riddell and Moore, 2015; Metternich and Stafford-Smith, 2022; Stafford-Smith *et al.*, 2022).

Engage, Learn, Inspire

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Engage

Making Every Voice Count for Adaptive Management (MEV-CAM) uses interactive processes and modern tools to document knowledge and best practices throughout a project's life cycle. These tools include participatory videos (PVs), leaflets on good practices, toolkits and policy briefs. The theory of change that includes better coordination between the local community and decision makers has brought better tangible results, hence, allowing to connect dryland communities and facilitate the sharing of information to ***generate*** knowledge. MEV-CAM tools utilize local and Indigenous knowledge to support the engagement of local communities in the decision-making process by shifting towards participatory systems that engage different stakeholders, such as women and Indigenous Peoples, and that consider different cultural contexts. By documenting the process of knowledge creation and sharing, project managers can better understand the scale of learning and of best practices adopted by the community members involved.

Learn

Tools and products that disseminate knowledge documentation and lessons learned have gained popularity over the past few years. But what makes the MEV-CAM documentation process so unique is that it is a more interactive, dynamic and powerful ***monitoring*** tool for management by providing a continuous view of project progress. The programmatic approach to gathering and sharing knowledge across South–South countries, implementing initiatives, and monitoring changes in practices has often been characterized as top-down. While the reports produced are of great interest to academics and project coordinators, they exclude content of who should be at the centre: the knowledge of the communities and most importantly the voice of women. Addressing social change and creating impact cannot take place at one level alone; Rather, it must extend beyond traditional linear processes and adopt a more circular and dynamic approach to achieve the greatest results for social innovation.

Inspire

Countries that have embraced the MEV-CAM approach from the beginning of their projects have shifted their focus. Instead of just documenting best practices, by establishing a baseline using the PV tool they are able to monitor how their knowledge has changed throughout the project.

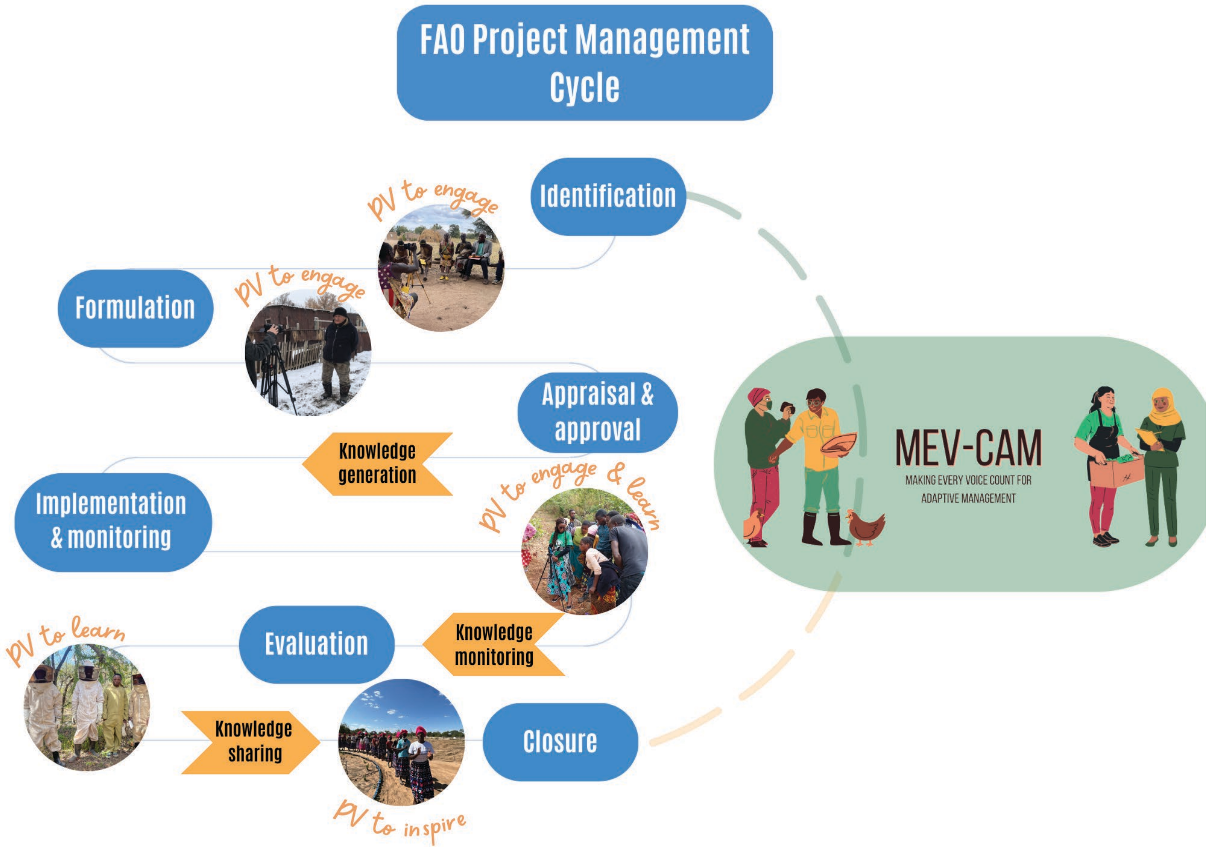
The MEV-CAM approach captures the perspectives of the communities on the ground, highlighting their reactions to the changes they experience. MEV-CAM helps uncover intentional and unintentional discoveries that can sustain their ecosystem services and enhance food security. These changes and best practices are then shared to foster learning and spark discussions on important dryland governance issues among South–South countries. They can also use MEV-CAM's results to advocate for further changes in this area.

Applying the MEV-CAM approach to projects

Following the FAO project cycle (FAO, 2014) together with the South–South Cooperation Gateway, MEV-CAM provides a space for best practices to be shared. See Figure 2 on how to integrate MEV-CAM into the project cycle.

Figure 2 shows the integration of the MEV-CAM approach within a project cycle. MEV-CAM is best integrated during the implementation and monitoring phase of a project, once its objective and formulation have been laid out. This allows MEV-CAM to be embedded in the monitoring plan as a tool to complement this process from the practitioner perspective. The MEV-CAM approach stays with the project and documents the change at scale over the course of the project.

Figure 2. Integration of the MEV-CAM approach within a project cycle


FAO Project Management Cycle
Identification
PV to engage
Formulation
PV to engage
Appraisal & approval
Knowledge generation
Implementation & monitoring
PV to engage & learn
PV to learn
Evaluation
Knowledge monitoring
Knowledge sharing
Closure
PV to inspire
MEV-CAM
MAKING EVERY VOICE COUNT FOR ADAPTIVE MANAGEMENT

Source: Authors' own elaboration

How to use this toolkit

This toolkit is a practical guide to understanding and using one of the MEV-CAM tools for process documentation: participatory video (PV). PV is an innovative tool that engages and empowers communities to visually document and take ownership of best practices for landscape restoration and natural resource management within their landscapes. This toolkit is an instruction manual for facilitators that outlines facilitation tools, dissemination practices and lessons learned that have been specifically selected for MEV-CAM. Users of this manual will gain instruments for planning and delivering PV processes for knowledge generation, monitoring and sharing.

The toolkit can be used by programming and M&E staff who wish to (Table 1):

- engage communities in the process of documentation, monitoring and advocacy; and
- ensure stakeholder dialogue, such as practitioners and decision makers, for concerted actions.

When integrating PV methodologies into the project life cycle, it is important to consider who should facilitate the process. A facilitator should have specialist training in methodology, skills in participatory techniques, and experience in community-based fieldwork. In addition to these criteria, it is fundamental that they have experience in participatory practice. Moreover, facilitators should also have the time to conduct fieldwork and should have already established a trusting relationship with the community they are working in.

Within organizations, facilitators should be selected from programmatic or monitoring, evaluation and learning (MEL) teams, because PV is a programmatic intervention. The facilitator should understand programmatic issues, topics and priorities, and be committed to utilizing participatory methodologies within programmatic strategy.

Communications professionals can also be facilitators; however, they should be aware of the purpose and aims of the PV process (e.g. knowledge sharing, advocacy and/or MEL) to avoid focusing only on communication aims.

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What is participatory video?

PV is a process documentation tool that involves a group or community in shaping and creating its own video to identify lessons learned, collect knowledge and define change (Lunch and Lunch, 2006).

Although PV is a visual tool, it emphasizes process over product: the process is what encourages participants to take collective action and control over their lives. The videos created through the PV process are not the final purpose when focusing on community-led knowledge sharing, participatory M&E and advocacy: the process should be considered a programmatic intervention rather than a communications intervention.

PV processes use creative, accessible and empowering games and exercises to enable people to critically analyse issues in their lives, tell their own stories, share their local knowledge and learn technical aspects of filmmaking that puts them in control of how they are represented. Participants also determine the audience and how videos will be disseminated, enabling them to initiate dynamic and transformative dialogues with decision makers and peers alike.

PV processes are guided by facilitators who are experienced in fieldwork and community-based participatory methods. PV is underpinned by a 'learning-by-doing' ethos, and thus there is minimal control over the video content by the facilitator. Having evolved in settings around the world over the last 50 years, PV can be applied in many different situations for different aims, from advocacy to research, and from knowledge sharing to M&E.

When to use participatory video as a tool?

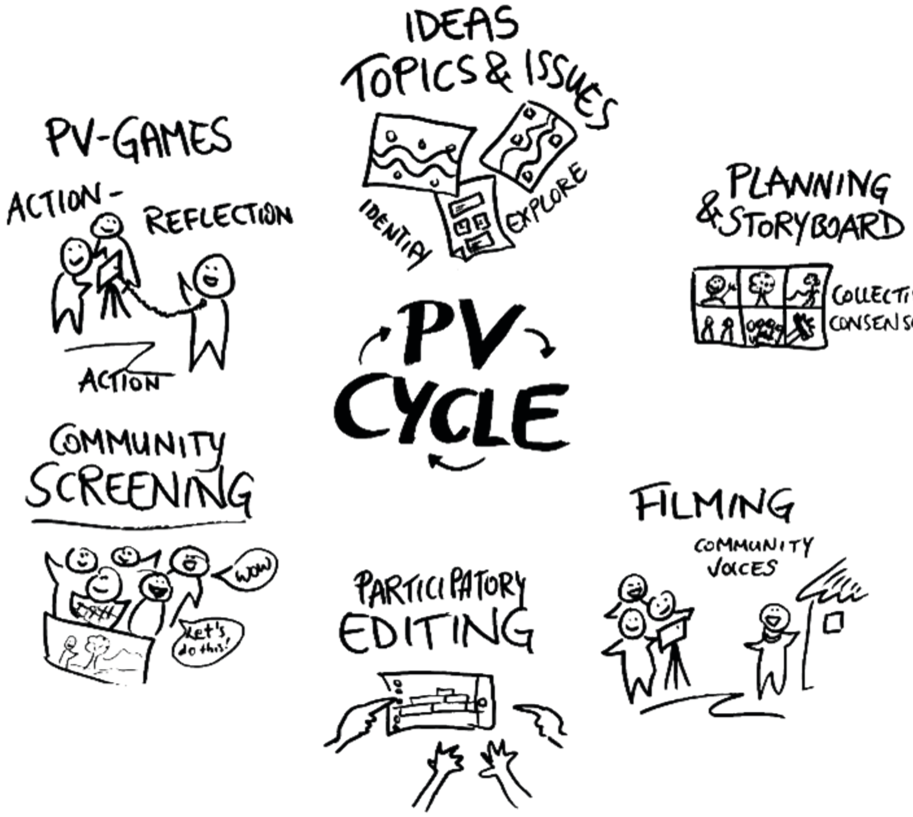
The MEV-CAM approach can be introduced at any point in a project's lifetime – from the very beginning to document the baseline conditions and practices, to the end to capture the lessons learned and how the practices improved and were applied by different targeted groups, hence contributing to the project's impact at scale. MEV-CAM's participatory video tool can be of particular use at the beginning of a project and at its final phase.

Participatory video as a monitoring tool at the onset of a project

Project management staff are trained in how to use this tool to facilitate communities in capturing the baseline status. The tool is used to monitor the project's intervention from the communities' rspective in order to understand how it is impacting their livelihoods, and which specific techniques they suggest work best, and why. By visualizing the scope and influence of the project's impact, PV allows M&E staff to document change throughout the project's lifetime, rather than assessing impact at the end.

> *"I like the participatory video, because when the activities were being carried out on the ground, I had the opportunity to manage people from various backgrounds and living conditions by using all the procedures that I learned in order to choose together with the project beneficiaries the most significant story. I also learned how to manage time. In addition, this video will allow me to treat all participants equally by giving each a chance to better express their ideas to others."*
>
> **Ntore Eddy Bellard, Trainee, Support for Sustainable Food Production and Enhancement of Food Security and Climate Resilience in Burundi's Highlands, GEF-6 Resilient Food Systems project, Burundi**

Figure 3. What is participatory video and how can it be leveraged?


IDEAS
TOPICS & ISSUES
IDENTIFY
EXPLORE
PV-GAMES
ACTION -
REFLECTION
ACTION
PLANNING & STORYBOARD
COLLECTIVE CONSENSUS
PV CYCLE
COMMUNITY SCREENING
WOW
Let's do this!
PARTICIPATORY EDITING
FILMING
COMMUNITY VOICES

Source: Authors' own elaboration

The use of participatory video towards the end of a project to demonstrate project impacts

Through the use of PV, communities can advocate for change or communicate where they want to see further progress. In particular, when a project is ending and another is expected to be implemented, this type of PV may support the sharing of knowledge for upscaling. PV that is introduced towards the end of a project can provide a space for community members to advocate for further changes, such as policy adjustments or more equal rights.

The practical guide that follows explores the use of PV methodologies for knowledge management, M&E and advocacy in three sections (Figure 3). These sections will be linked to the relevant stages in the project life cycle.

Participatory video, a gender-responsive and -inclusive tool

By selecting women as participants, their concerns, analyses and knowledge can be represented. However, in certain settings, due to cultural protocol or power dynamics, women are not comfortable speaking in front of men. Taking this into consideration in planning can ensure that projects are more gender-inclusive:

- Workshops should be designed to enable the equal participation of men and women without adding to their workload and should also consider their availabilities and barriers, such as work and childcare responsibilities.
    - Decide together with the women the time of the meeting and a safe venue in line with the cultural and social norms of each context.
    - Provide transportation if women are required to travel to the meeting venue. Travel should be provided for all

Table 1. The use of participatory video as a tool for knowledge generation, monitoring and sharing

Why use participatory video for knowledge generation, monitoring and sharing	
Increased engagement and participation	Participatory video (PV) empowers community members to become central, accountable and primary agents of change within development projects by giving them tools to amplify their voice and critically analyse their reality. PV also allows marginalized groups or voiceless actors in communities to provide their own points of views, contributions and solutions. For example, women can use PV to amplify their voices and share their experiences, knowledge, perspectives and issues. A gender lens is applied to these processes to guarantee effective inclusiveness of all the actors in the community throughout the project cycle, from design to dissemination. Diverse communities have diverse needs, and projects should be responsive accordingly. This can be empowering for communities and helps to build trust and relationships between local organizations, non-governmental organizations, civil society organizations, networks and the communities' representatives. PV should be considered a tool for engagement, participation and representation, whether it is leveraged for knowledge management, monitoring and evaluation (M&E) or advocacy.
Knowledge management	PV can be used for knowledge documentation and sharing. As an audiovisual tool, PV can capture evidence of conditions and issues, or document the benefits of and steps in best practices through the recording of demonstrations. Through screenings this knowledge can be shared horizontally between communities inhabiting similar landscapes or facing similar issues, contributing to the upscaling of selected practices. Screenings can also target decision makers, ensuring that knowledge documented at the community level is integrated in policy decisions. PV can also be used as an M&E tool, capturing changes and lessons throughout the life cycle of a project. The Participatory Video and Most Significant Change (PVMSC) methodology – combining PV and the Most Significant Change technique – gathers qualitative data through stories of change that are selected by the communities themselves, allowing them to define and analyse transformational change on their own terms. PVMSC enables communities to monitor changes over time, evaluate which practices have had the greatest impact on their lives, and participate in defining next steps for programmatic or policy interventions. This participatory approach to monitoring, evaluation and learning (MEL) encourages organizational learning and accountability to communities; changes applied to projects based on communities' experiences can increase the levels of engagement and ownership.
Advocacy	PV creates opportunities for groups and communities to advocate at different levels and in different fora by providing them with critical framing, amplifying their voices and ensuring broad dissemination. Applying a rights-based approach to PV empowers communities to view their issues within this framework and identify the duty bearers that should receive and respond to their messages. This approach is relevant to policy agendas because the communities can identify their own priority policies and propose their own agendas during public events or ad hoc advocacy opportunities (e.g. multistakeholder round tables, public conferences and bilateral meetings with public authorities). The dissemination of advocacy videos through targeted screenings opens dialogue-driven spaces between participants and policymakers.

Source: Authors' own elaboration

participants, but safety should also be considered when planning a gender-inclusive process. In certain locations, it may not be safe for women to use local transport or to travel in the evening.

- Consider holding separate processes or sessions for men, women and youth to ensure their needs and demands are included in the PV processes. It is recommended that there be a woman facilitator present during the process or session with the women. Hosting separate participatory groups for women, men and youth promotes more accurate empowerment processes and ownership, and ensures social sustainability.
- Provide time and space for women to express their voices, practical needs, strategical interests, problems, and solutions. Women should be free to raise their voice and express their needs, to take actions, and later to be able to practise directly what it means to be part of a group. They should be able to reach consensus, negotiate, commit time, delegate responsibilities, and advocate directly with traditional leaders, institutions and decision makers.
- Ensure that women and men are fully and meaningfully included in the process and monitor the progress of their engagement, also with respect to specified gender outcomes.
- Collect and present sex-disaggregated data. The data and information should be disaggregated by sex and other basic demographic data that are relevant to the documentation process, including age, ethnicity, nationality, marital status and occupation.
- Showcase a good practice highlighting the duties, achievements and responsibilities carried out by women and men in order to encourage recognition of the invisible work performed by women.
- Secure women's and men's consent for the use of footage that shows their faces on knowledge management and communications products (FAO, 2023).
- Advise women of alternative options to the use of their faces, such as by using only their voices, or just their names of they are comfortable with this.
- Guarantee the provision of equipment and technical instruments to both women and men.

Women's work is often invisible, but through PV, it can be showcased. PV promotes women's empowerment at the community level by encouraging the recognition of this work. It can also be used to understand the differences between how, why and where men and women access, use and manage natural resources at the community level. The analysis of the PVs supported by context-specific and gender-responsive actions can foster women's roles, agencies and leaderships within the local communities. Moreover, PV can be used to challenge the social norms and biased practices against women.

It is essential to clarify the aims of the PV process, because they will guide the choice of methodology and tools. In the following section, we provide a practical guide for conducting PV processes aligned with various objectives. Additionally, this section delves into the potential of these activities to serve as gender-responsive tools for capturing and sharing women's knowledge.

Planning a participatory video process: key considerations

There are some key planning considerations involved in any PV process. In this section, there is a checklist of these considerations in order to support facilitators in the design and planning of their PV projects. See the *Practical guide for facilitators* section for details of selected exercises that can be used while applying the PV tool. The following should be kept in mind when implementing the PV process:

Approaches to gender inclusivity in the MozBio Program in Mabilibili, Mozambique

Helena Santiago and Natércia Parruque

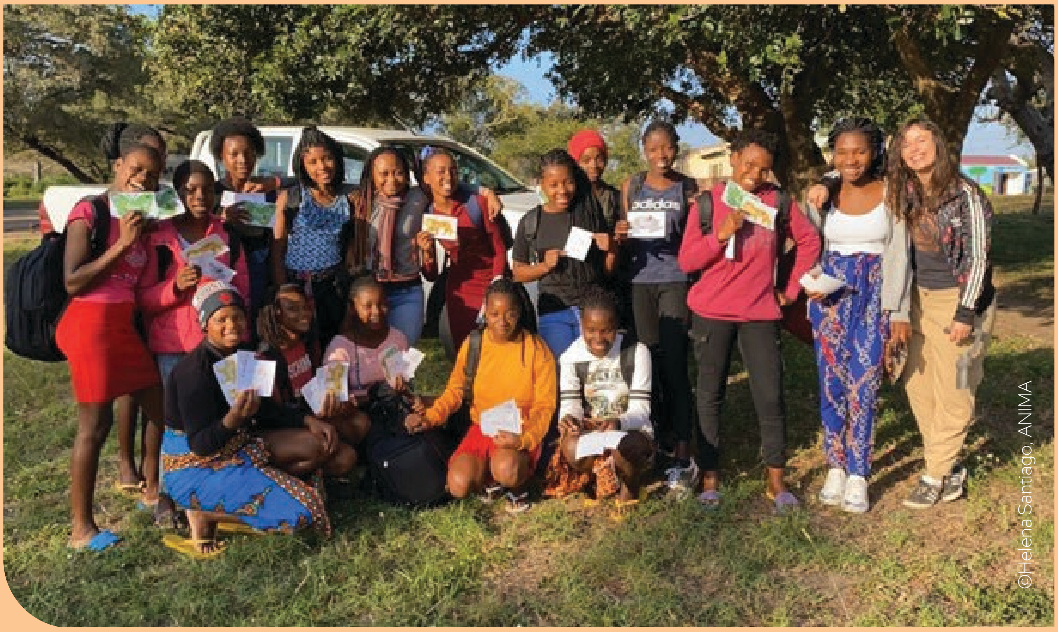
The fieldwork carried out aimed to determine the impact of the MozBio Program on the livelihoods of young girls in the buffer zone of the Maputo National Park. The participatory video (PV) activity is part of the monitoring and evaluation (M&E) process of the MozBio Program implemented by the Maputo National Park, and is a viable technique to measure the impact of the project.

Overall, practitioners say that the whole learning process was very good; it served to understand several techniques that make a difference in the quality of information on project M&E in the communities. During the process, the most interesting moment for them was the interactivity between the different teams, which showed the exchange of experiences from different contexts. It allowed them to encourage each other.

Their favourite moment was sharing the stories of the beneficiary girls – for them it was touching to see how much the scholarship project changed the course of their lives. In these moments they realized how valuable the PV tool with the communities is for measuring impacts on projects.

"For me the main obstacle was the shyness of the girls, but nothing that we could not solve and overcome with the fantastic teachings transmitted in the training – these were in fact an essential element to win them over. Perhaps because we are women (I speak of myself and Natércia) they may have felt more at ease, as the target group was girls. I think this was important, especially if we consider that these are girls who live in remote areas and that their intimacy, feelings and stories are rarely shared with the male elements. We only had two days with the girls, and they were having classes. We would have liked to have created an even greater bond with them. I really think that this scholarship dictates a better job in the future, and they deserve it." – Helena Santiago, ANIMA Creative Studio, Mozambique

"As for the main gender issues identified in the recordings, it is the vulnerability of the girls, and [the fact] that in their community they are seen as easy targets for early marriages and are subjected to vulnerable situations" – Natércia Parruque, MozBio, Mozambique



©Helena Santiago, ANIMA

- **The needs assessment:** Conduct a needs assessment to design and plan an impactful PV process. The needs assessment helps to understand the current conditions of a project, landscape, and/or economic and political situation. This supports the identification of aims and objectives for the intervention and the tailoring of the design around them.
- **Participant selection:** Develop a selection criteria guide to recruiting participants in the process. Pay attention to the diversity of the selected participants: consider at this point gender, age, diverse abilities, ethnicity and language. By ensuring that the participants contribute their different experiences and perspectives in a community, PVs will be inclusive and representative.
- **Workshop time, date and venue:** Ensure that the selection of workshop dates, times and venues take into consideration the availability of the participants. If certain groups of people are unavailable on dates or at specific times of day, try to rearrange the workshops accordingly to ensure that there are no barriers to their participation.
- **Duration:** Adapt PV processes to the project time available; however, there are ideal lengths of time for fieldwork. PV processes for knowledge sharing and advocacy may typically last between 8 and 10 days (including editing). The fieldwork aspect of the PVMSC process may take between 3 and 5 days (depending on the number of story circles required), without including time for editing, screenings or participatory analysis.
- **Equipment:** Ensure that there is sufficient equipment for the PV process. Remember that participation can be constrained by lack of sound and visual equipment, which can reduce the impact of the process.
- **Create a schedule**: Develop a daily schedule that includes a list of activities, time per activity and the role of the facilitator for each day.
- **Create resources**: Compile all necessary resources needed for the PV process, such as presentations, games, exercises and cheat sheets.

The above recommendations are the steps needed when facilitating a PV process. By following this list, facilitators can be confident that their PV process will run as smoothly as possible and will have enough room for adjustment should any unforeseen circumstances arise. In the next section, facilitators will clearly understand the different ways to use PV to achieve their desired results.

Practical guide for facilitators

This section is a practical guide for facilitators that outlines key tools, activities and exercises that can be delivered in the field for the following aims: knowledge management, MEL and advocacy. To this end, the following section includes subsections that detail practical exercises that can be used by facilitators, which are also linked to the project cycle, providing context to when these aims may be relevant.

How to use participatory video for knowledge documentation

PV can be used as a documentation and knowledge management tool at different stages of the project cycle. **At the beginning of a project cycle**, it can be used to generate knowledge by documenting current conditions, issues and practices; **throughout the life of the project, every step should be documented** to monitor change and emerging practices.

This section details **three key exercises** that can be embedded in a PV process for knowledge management. Keep in mind that this is not an exhaustive list. For an instructional guide on the full PV process, please refer to *Insights into Participatory Video: A Handbook for the Field* (Lunch and Lunch, 2006).

The Margolis Wheel

The Margolis Wheel is a Participatory Learning and Action (PLA) tool that can be used in a PV process to identify topics and 'scale deeper' into participants' perspectives and understanding. When used in a knowledge management process, the Margolis Wheel helps participants identify the topic they want to explore and the associated practices they want to capture. In this exercise, participants take turns answering three questions that are designed around their interests. Their responses are recorded on cards. The Margolis Wheel is then followed up by a sorting and prioritizing exercise, where participants discuss the responses and begin to cluster or organize them by associations and by determining their significance. This process enables participants to begin to critically analyse the chosen topic.

The Margolis Wheel may also reveal gendered perspectives: women, for example, may share different perspectives or face different challenges than men and prioritize other issues, demands and solutions. The Margolis Wheel helps to shed light on these differences and the experiences that inform them.

In the PV cycle, this exercise should be used at the ideation stage, before storyboarding and filming.

Instructions

1. Working as a group, agree on three or four questions that relate to the topic or issue to be addressed.
2. Set up chairs in two circles: one inside and one outside. The chairs on the inner circle should face the chairs on the outer circle.

> *The participatory video supports the project beneficiaries in the presentation of all the activities carried out. This video also allows communities to inform the public about all the beneficiary activities in the aim of sharing knowledge with others, for example, on how to use improved stoves. In sum, the participatory video will establish trust between the donors and the project coordinators, i.e. the video will show us that all of the activities in the reports are indeed in line with what we have observed on the field.*
>
> **Ntore Eddy Bellard, Trainee, *Support for Sustainable Food Production and Enhancement of Food Security and Climate Resilience in Burundi's Highlands*, GEF-6 RFS project, Burundi**

3. Participants then discuss the first question in pairs (one from the inner circle and one from the outer), taking 1–2 minutes per person to answer the question.
4. Once the time is up, the people on the outer circle move to the seat on their left, and the discussion in pairs begins again.
5. This process repeats until each pair has discussed each question.

Role play

PV supports the scaling out of best practices through demonstration and documentation. Role play is one tool that can be used within a PV process to share a best practice with neighbouring communities, or communities within similar landscapes. The steps involved in a best practice are documented through role play. New communities are more likely to take up a practice if it has been demonstrated to them; however, when the skill/step being demonstrated is too technical, it should be indicated to them where they might need training and support. Furthermore, role play enables participants to contextualize best practices in a scenario that captures the issues or situations in which using that practice is beneficial or needed. This context can help other communities identify whether or not taking up this practice would benefit them.

When using role play to capture a best practice, make sure to use audio and visual tools to clearly demonstrate it and the main steps or points to be conveyed.

Role play can also be used within PV processes (Riddell and Moore, 2015) that support:

- ***scaling up*** (impacting laws and policy); and
- ***scaling deep*** (impacting cultural roots).

Using role play for these purposes can be combined with other advocacy tools (see subsection 3) to effectively scale up and scale deep.

This exercise can be used at different stages of the PV cycle, for instance, at the ideation stage to develop ideas. It can also be used in the storyboarding and filming stages when role play is actually captured in the videos.

Instructions

1. Decide on an issue or scenario to depict in a dramatic sequence.
2. Decide on the aim of this depiction (knowledge sharing or advocacy).
3. Discuss what should be included and what roles people would like to play.
4. Play around with ideas to clarify what should be included: before plans become too detailed, act out a few scenarios and improvise.
5. Capture the role play scene in a storyboard.
6. Film the role play.
7. Share the role play with an audience before finalizing it: whether using role play to convey an advocacy message or to demonstrate a best practice, screening the footage to an audience will verify if the role play is clear or not.

Gender-responsive processes may leverage role play to document, demonstrate and showcase the invisible work of women. Additionally, role play may be used as a non-confrontational tool to reveal particular social or cultural norms, including gender dynamics, or harmful farming techniques and then offer alternatives.

River of Life

The *River of Life* is another PLA tool that can be used to chart a story over time. The river represents the ‘journey’ of the story and the time that elapsed: different features can be added to the main body of the river to represent events or characters in the story. ‘Tributaries’ that represent enablers of change and rocks that represent blockers can also be included.

This is a useful tool for knowledge management: it allows participants to map out progress and what helped them implement changes over time. This can contribute to the identification of best practices and tools, but also of gaps and issues that may not be addressed by current practices. In the PV cycle, the River of Life is often created before a storyboard, once topics have been identified. It can also be used in advocacy and M&E processes.

Non-confrontational and participatory solutions to combat illegal firewood cutting in Zimbabwe

The FAO team and its partners in Zimbabwe conducted their participatory video (PV) training in the provinces of Manicaland and Masvingo, two of the targeted wards of the GEF-7 Dryland Sustainable Landscape Programme. The targeted areas have widespread land degradation issues such as gullies, unprotected wetlands, invasive alien species and biodiversity under threat. Within Manicaland, Chimanimani is the targeted landscape in the Save basin, and Zaka is the targeted landscape in the Runde Sub-basin.

The FAO team and partners used the Making Every Voice Count for Adaptive Management (MEV-CAM) approach to create an advocacy video to help curb deforestation. This approach gives power to the communities to create videos that speak about issues that are important to the participating communities. In one area, communities survive on illegal charcoal production through by cutting down mopane trees and processing them into charcoal. Through the MEV-CAM approach, which encourages dialogue, some community members were able to create a video to advocate for more sustainable practices they can use with the mopane forests.

The FAO team and partners used storytelling to dialogue on tree cutting for commercial purposes. Initially, the participants who cut down trees illegally to make charcoal were hesitant to show their faces and participate in the dialogue, but the use of games greatly helped them to see that the aim was to encourage their discussions about ways to help the community and eventually support them in making money through sustainable means of harvesting tree resources. At one point, the team's driver said that he had never seen a time where the community members would sit down with the Environmental Management Agency (EMA) representatives. These representatives were never before able to see where the community members kept their firewood until then.

©Mufaro Manyanga

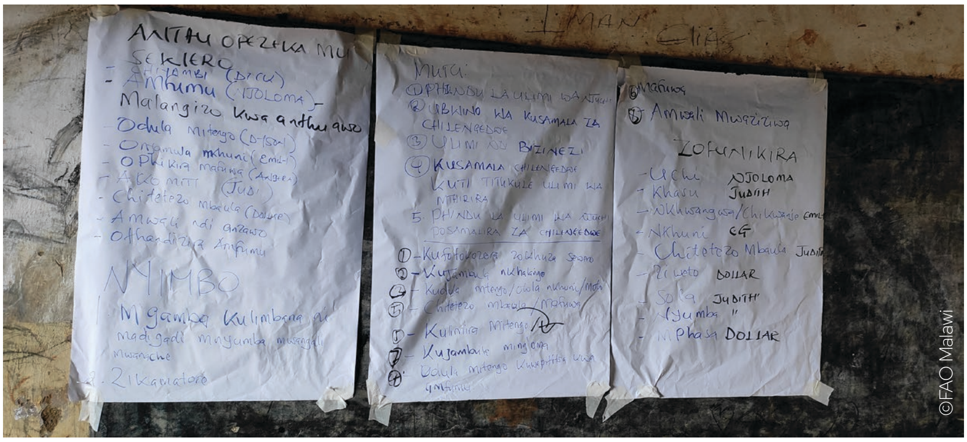
Another activity that the team found most useful was the Problem Tree. Using this exercise, participants identified the causes and effects of illegal firewood harvesting, and some solutions to combat this. For instance, it emerged that some members illegally cut down trees to make charcoal as their primary income source. As a solution, the group decided that more sustainable options, such as cement brick making, could be more profitable for them in the future. The participatory approach of involving community members every step of the way was powerful and let them know that they were not only included, but also in charge.

Yet, in Masvingo Province, very few women participated in the fieldwork, and those who did explained why the others did not. They pointed out that many women did not attend due to gender roles at the household level where women are expected to stay at home and perform caring duties while men are formally employed, which results in women's low self-worth and lack of confidence. Women also need to ensure that children are safe, and they cannot strap babies on their back to go to meetings in the rainy season. Also, many women do not want to attend meetings because they say that there are risks of abuse if the meetings are too far, since they often must look for a lift, and they fear abuse of their children while away. Instead, women are left to do most of the farming work and "a household headed by a single man produces less food than those headed by a single woman", said one of the women from the Masvingo area.

Mufaro T. Manyanga, Team Leader at Linkages for Economic Advancement of the Disadvantaged (LEAD), elaborated, "The GEF-7 Dryland Sustainable Landscapes Impact Programme (DSL-IP) team will work to involve women and men to establish a quota system to create gender-neutral spaces with deliberate affirmative action and role modelling to ensure women are included in the village committees. We will also involve men in gender meetings so they will understand women's empowerment and how this benefits the household as a unit, and in turn the community as a whole. Young women will also be educated to take on active roles in communities and develop local partnerships to synchronize their schedules if they are targeting the same communities so that women can attend important community events without sabotaging their gender roles at home."

The FAO team and partners will also use the baseline findings for this baseline assessment to explore the possibility of using cement brick making and other sustainable income sources from the use of the mopane forest to improve household incomes and steer people away from illegal tree-cutting. The project team will encourage the use of these advocacy techniques to communicate technical skills that Farmer Field Schools can use to teach others about more sustainable practices, capacity building to improve market access, better prices for forest and farm commodities, community and women's empowerment, and eventually, the use of community seedling banks.

Mufaro T. Manyanga, Team Leader, LEAD



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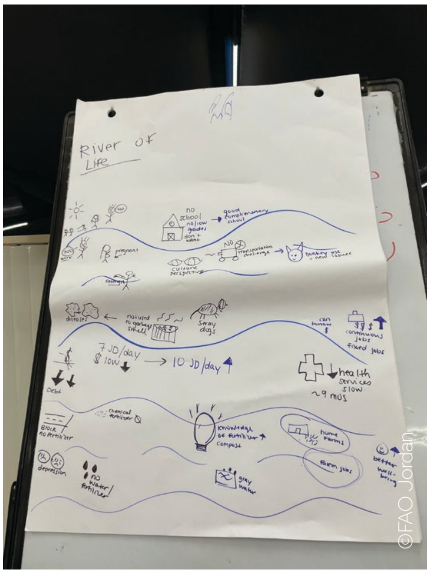
Instructions

1. Take a piece of flipchart paper and draw two horizontal lines across it: this is the river.
2. Use the river to chart the progress of the issue, topic, or story to be explored.
3. Use the beginning and end of the river as temporal markers: How does the story begin? How does it end? What is the current situation?
4. Draw symbols and elements on the river that represent challenges, enablers, tools and events. Including these symbols and elements helps unpack and analyse the story more deeply: for instance, a new tributary could represent the introduction of a new practice, which might enable change.

Screenings

Screenings are a vital part of the knowledge-sharing process: these interactive events can act as multipliers for disseminating knowledge further and encouraging the uptake of best practices. To ensure that screenings are successful consider the following:

- Has the audience correctly been identified and invited?
- Should other stakeholders be invited?
- Determine how to facilitate post-screening discussions – will the audience be split into smaller discussion groups or will you hold a plenary discussion?
- Make sure to have large screen, and a powerful projector and speakers.
- Consider the logistics of the event: arrange refreshments and transport, if necessary, to ensure the audience can attend.



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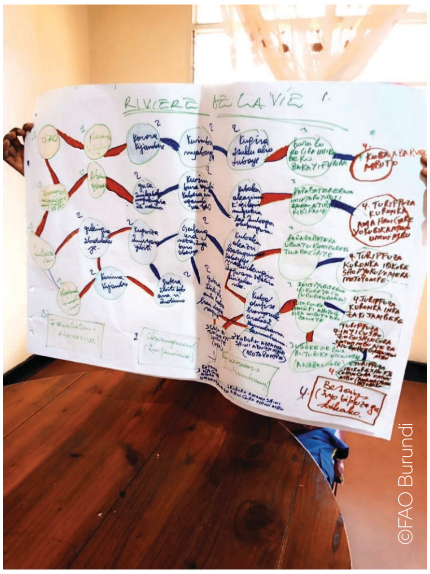

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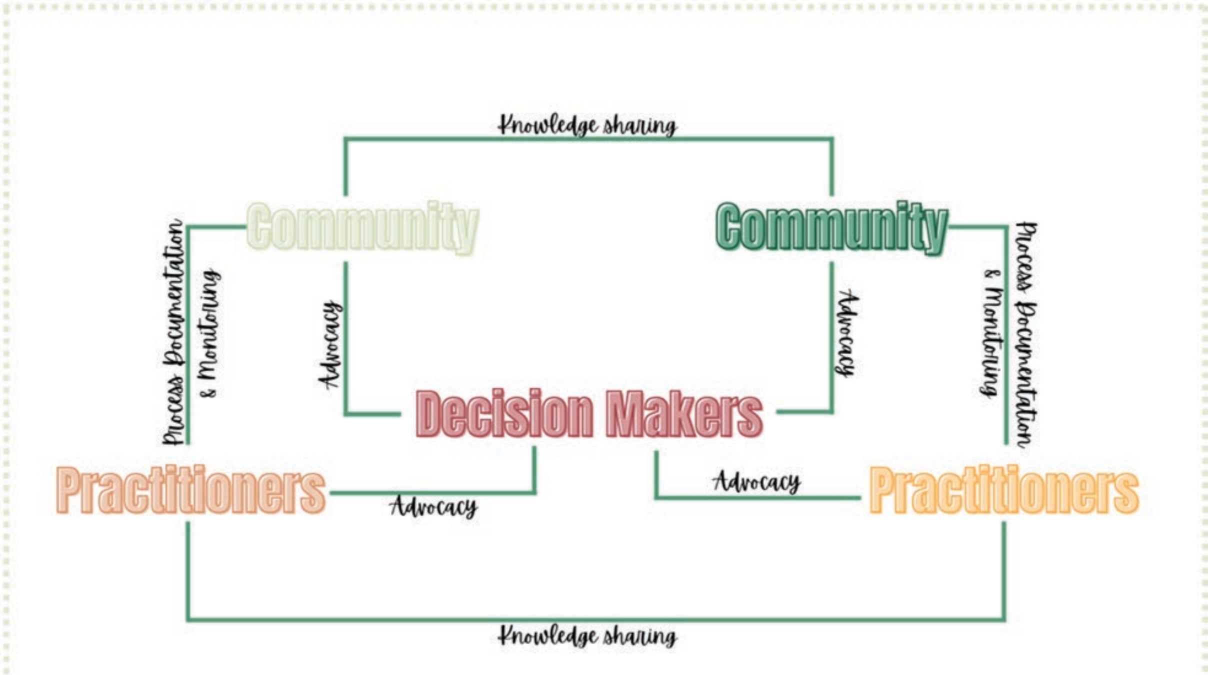
For a detailed breakdown of planning and delivering a screening event, please refer to *Community Screenings for Participatory Video: A Guide* (Benest, 2013).

There are many exercises that can be used to document knowledge together with the community. However, the way that knowledge is documented and applied can vary depending on what these exercises reveal. PV can be used to monitor the most significant change and impact at scale that are not evident when applying traditional M&E techniques. The next section will explain how to use PV to determine what has been the project's most significant change in the community.

How to use Participatory Video for Most Significant Change

Participatory Video for Most Significant Change (PVMSC) is an approach that allows community members, practitioners and decision makers to work together to document the impact at scale that a project has on its intended targets. In utilizing specific exercises and tools that demonstrate to stakeholders that their voices are significant, this approach hands over the ownership of the project to local communities, allowing project staff to understand the true effect their work has on practitioners.



Participatory Video

Knowledge sharing
Community
Community
Process Documentation & Monitoring
Advocacy
Advocacy
Process Documentation & Monitoring
Decision Makers
Practitioners
Advocacy
Advocacy
Practitioners
Knowledge sharing

Source: Authors' own elaboration

How to use participatory video for monitoring and evaluation

PVMSC can be utilized at each stage of the project cycle for ongoing monitoring, as well as midline and endline evaluations. This iterative and continuous approach to M&E ensures that data are regularly captured and analysed, enabling programmatic interventions to adapt in response to the results of monitoring processes. The primary aim of using the PVMSC methodology should be learning and establishing a cycle of sharing, learning, reflecting and transforming in the programmatic approach. The experiences captured on video can sometimes have a secondary aim of advocacy: when consent is given and the content is appropriate, PVMSC stories can be edited as advocacy messages and shared with new audiences.

Within the MEV-CAM initiative, PVMSC videos can include documentation of the practices themselves, so that they become sources of knowledge for the potential scaling out of the identified best practices.

The PVMSC methodology contains the following key steps:

1. Preparation and design – participant selection and MSC question design
2. Story circles and selection
3. River of Life (see previous section)
4. Storyboarding and participatory filming
5. Participatory editing
6. Screenings
7. Participatory analysis and video reports.

This section will focus on the following steps in the process: ***story circles and selection***, ***screenings,*** and ***participatory analysis*** and ***video reports***. For an instructional guide on the full PVMSC process, please refer to *Participatory Video and Most Significant Change: Toolkit* (Asadullah and Muñiz, 2015).

ЦАГААН ЗЭЭРИЙН ТАРХАЦ НУТАГ
ХАР ЯМААТЫН БАЙГАЛИЙН НӨӨЦ ГАЗАР

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Setting up story circles and the selection process

The *story circles and selection process* is one of the first steps in a PVMSC story collection process, following group-building and video-skills development through PV games. Participants come together to tell stories of change in response to an MSC question that has already been designed. Once participants have told their stories of change, each nominates a story that represents the 'most significant change' to them. This round of nomination constitutes the selection process: participants establish a common criterion that defines the most significant change and use it to build consensus on which story represents the most significant change for the group.

Be aware that social or cultural power dynamics can prevent open storytelling and influence how participants identify the most significant change. To avoid this, story circles should consist of *peers*. For example, a gender-responsive process may include gendered story circles: in one community, you may facilitate two or more story circles, with men and women in separate circles. You may create more story circles to reflect different identities.

Instructions – The story circle

1. Participants sit in a circle: the aims, process and time for storytelling are explained, and a person will be selected who will take notes on each story.
2. As each participant tells their story, the participant on their left becomes their 'listener'. The 'listener' must pay close attention to this story and may be asked to recap the details in the selection process.
3. Present the 'most significant change' question on a flipchart: ensure that it makes sense and spend time defining the terms 'most', 'significant' and 'change'.
4. Allow participants 5 minutes or more to reflect on their answers.
5. Ask for a volunteer to begin by telling their story of change. Each participant who volunteers will tell their story of change, in no particular order, when they are ready
6. After the storyteller has finished, participants can make brief comments or ask clarifying questions.
7. A second round of storytelling can be conducted if the stories were not detailed enough in the first round.

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Instructions – The selection process

1. Facilitators explain the selection process.
2. 'Listeners' summarize the stories, and the group discusses the changes mentioned in each story, which are recorded on a flipchart together with the name and title of the story, Stories can also be represented by a symbol that each storyteller chooses.
3. Once all stories have been summarized, each participant nominates the story that represents the 'most significant change' and explains why. The reasons are also recorded on the flipchart.
4. The group reviews the reasons for selection and uses them to create common criteria for identifying the 'most significant change'. The criteria represent what the group values and considers meaningful.
5. Using the common criteria, the group can either confirm or change their selection of the 'most significant change' story. The story with most nominations is filmed.

Hunter-Gatherer Farmers to Beekeeping and Honey Markets: Observing the most significant change in the United Republic of Tanzania

Project staff from both the GEF-6 Resilient Food Systems project and the GEF-7 Dryland Sustainable Landscapes Impact Programme visited the village of Munguli in the Mkalama District of the United Republic of Tanzania's Singida area. They applied the Participatory Video and Most Significant Change (PVMSC) methodology with the Hadzabe community. The process focused on the impacts of beekeeping on the community, and the participants participated in a story circle and selection process where they shared stories of change relating to beekeeping from improved protective clothing to enhanced honey markets with modern beehives.

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To begin the participatory video (PV) process, the Hadzabe community engaged in the story circle exercise, which allowed each participant to share their stories of how their lives have changed since they began participating in this project. The participants then voted on which story was the most significant and represented them as a group. The selected story described how *beekeeping had transformed traditional hunter-gatherer practices into farming and beekeeping*. This story of change was developed using the *River of Life*, which the participants preferred to call the 'journey to success'. The exercise allowed participants to map out their journey on paper and identify both the enablers and blockers of change.

Since the PV process allows participants to be the directors of their stories, the Hadzabe community chose to first show their traditional beekeeping practices that involved tree climbing. They shared how in the past they did not use protective clothing, and through the video, they were able to show how beekeeping used to be done.

With regard to changes to traditional livelihood practices, the process also captured how the community recently adopted protective clothing as well as the 200 beehives that it received. The money made selling the honey was used to build a toilet and support the construction of a school. These findings will serve as the baseline for the uptake of beekeeping practices in the GEF-7 landscapes.

Some lessons learned were that equipment needs to be thoroughly tested to make sure that everything works before heading to the field. There were some language barriers working with the community, and there were government activities that interrupted the process. Also, as a result of selection bias, few women participated.

The participatory process demonstrated that the community needs more support in marketing methods and honey processing. To address this, the teams in the United Republic of Tanzania will continue working with the Hadzabe community as part of the GEF-7 *Integrated Landscape Management in the Dry Miombo Woodlands of Tanzania* project. The project aims to ensure that their honey collection centre and 10-year sustainability plan would assist the members with an improved honey market and trade.

The DSL-IP will use the PV findings to enhance honey markets by establishing collection and processing centres, and providing packaging materials to beekeepers. Building on the recent PV on beekeeping, the pledge is to use best practices in the GEF-7 project, which is now underway. Key staff from the Government, the Second Vice President's Office, and the Tanzania Forest Services Agency (TFS) have been trained on PV. The plan is to integrate PV into the M&E activities of the GEF-7.

FAO Tanzania wishes to continue to include PV work in its projects. As the M&E Specialist, I've already told all the project officers at the programme meeting about the PV approach and how we should plan to use it to record the most significant changes in our projects. The project officers gave positive answers, and the head of the programme is very interested.

Gerald Gindo, Monitoring and Evaluation Specialist, FAO in the United Republic of Tanzania

Screenings

Screenings within the PVMSC process play a vital role in triangulation and in gathering additional data from a wider range of stakeholders. This may involve inviting civil society or government officials to hear the stories of communities, creating greater understanding between these stakeholders, as well as generating data on what changes each stakeholder values.

These screenings follow a particular format, in which audience members take part in another selection process after watching the PVMSC videos. This selection process also requires audience members to work in small groups to find common criteria for defining the most significant change. This process facilitates further data gathering and sheds light on the changes that stakeholders value. Screenings take place after PVMSC stories have been filmed and before the participatory analysis.

Instructions

1. Welcome the audience and explain the purpose and flow of the event.
2. Introduce and screen each video.
3. Once each video has been screened, divide the audience into small groups. These groups can be created randomly or by following the strategy of using participant sampling (e.g. a group of women, men, civil servants, local leaders).
4. Each group selects the story they feel represents the 'most significant change' and creates a list of criteria. This discussion should be facilitated.
5. A representative from each group presents their selection and the criteria created.
6. Discussions on these selections and criteria should be encouraged.

The participatory analysis and the video report

The *participatory analysis* involves bringing together the participants and other diverse programme stakeholders to conduct a thematic analysis of all the data collected throughout the process (recorded testimonies, videos flipcharts from screenings, etc.). Through this process, patterns are identified across stories of change and selection criteria. Key enablers underpinning success and blockers of change can be identified, and the contribution of the programme to participants' changes can be analysed.

Involving a range of stakeholders in the analysis of data has several advantages:

1. Differing perspectives are given and contribute to the analysis.
2. Recommendations can be developed through these varied perspectives – community members have knowledge of what will be most effective in their

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communities while civil servants can implement recommendations in policy.

3. When communities are involved in the development of recommendations, they have more ownership and are more accountable
4. Those conducting the analysis should represent the diverse gender identities.

The results of the participatory analysis and the PVMSC process as a whole can be summarized in a ***video report***. A video report is an effective tool for disseminating the results and recommendations of the evaluation vertically up to policymakers and government officials, as well as horizontally to communities. The target audience of the video report should be clearly defined (see *Audience Pathway*); the content may need to be scripted and revised to ensure that the message is clear.

Instructions – The participatory analysis workshop

1. Introduce the participatory analysis workshop and its aims.
2. Organize the participants into small groups and review a selection of stories (videos, story transcripts, notes).
3. Discuss the key changes in each story and record them on cards (one per card).
4. Discuss the key changes in each story regarding enablers of change that support the practice on the ground using different coloured cards.
5. Sort the cards of changes, enablers and blockers into piles or groups that have common meaning or connections using the 'pile-sorting' method.[1]

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[1] The Use of the Pile Sort Method in Identifying Groups of Healthful Lifestyle Behaviors among Female Community College Students - Journal of the American Dietetic Association (jandonline.org)

6. Give a name to each group of cards and stick them on a wall in their groups.
7. Facilitate a group discussion of the results and record any conclusions or recommendations that emerge on a flipchart. Options include:
    - asking each group to write a statement expressing their conclusions; and
    - 'statement pitching' – the group looks at the wall of cards and suggests statements expressing their conclusions and recommendations.
8. If time allows, the team can use other participatory tools to explore any key enabling and blocking factors that have emerged before making recommendations for future programming.
9. Analysis and conclusions can be recorded in a video report.

How to use the participatory video tool for advocacy

PV for advocacy can be used to inspire, engage and 'scale deeply' by encouraging communities to strategically document their messages to influence decision makers in a creative and participatory way, capturing their true sentiments and perceptions. For example, PV can be used to scale deeply between communities by identifying practices and behaviours that might need to change, or highlighting needs and demands of a particular group of people in the community such as marginalized groups and minorities.

Advocacy processes can be powerful catalysts for change, but they can also involve risks. Dealing with sensitive topics can involve risks relating to:

- Trauma-affected responses, for example, those from women when discussing topics such as female genital mutilation or other forms of gender-based violence; and
- reactions of a broader audience when behaviours, relationships or practices are challenged by an advocacy process.

In gender-responsive advocacy processes, there can be risks in highlighting women's work and specific demands. These risks must be assessed and mitigated to ensure that women are able to contribute to change through the process without any risk of being harmed. One way of achieving this is to prepare the target audience and make them

> *"[PV] allows the authorities to hear the real problems: instead of having another person speak about the community's problems, it is the community members themselves who do so."*
>
> **Rouamba Boudassida, Head of Planning, Monitoring and Evaluation Department (Sustainable Management of Dryland Landscapes in Burkina Faso project, GEF-7 DSL-IP), Burkina Faso**

Phindu mu ulimi wa njuchi posamalira chilengedwe (Beekeeping as a vehicle for natural resources management) in Malawi

Project staff as part of the GEF-6 Resilient Food Systems project and the GEF-7 Dryland Sustainable Landscapes Impact Programme (DSL-IP) worked in the Lingoni Catchment to identify best practices in Machinga District. Ten community members, six female and four male (three youth) from the Lingoni Catchment, were selected to take part in the process. They represented about 200 members participating in the implementation of interventions for natural resource management.

The community assists in the management of over 1 000 ha of government forest and has restored 89 ha of community forest area through natural regeneration. Here, the community manages 282 beehives, and their recently harvested 294 kg of honey valued at MWK 1 500 000 (USD 1 465). The success of the honey harvesting hinged on the availability of working bylaws, as one of the provisions in the bylaws is that unauthorized cutting of one tree in natural or community forests attracts a fine of MWK 30 000 (USD 27). In addition to managing beehives, 80 percent of the 2 125 households use improved cooking stoves (locally called *Mbaula*). These *Mbaula* are made both by groups of people and individuals at home, and are sold for MWK 1 500 (USD 1.46). Currently, individuals have 1 683 *Mbaula*, while the group has 361 *Mbaula*.

The Lingoni Catchment members decided to tell this story through *Theatre for Development,* an advocacy technique that uses role play to demonstrate the significance of having an established community forest system with by-laws. While some participants were reluctant at first, mostly in handling the video equipment, they were empowered by the motto *kulakwitsa si vuto* (mistakes are great) and continued capturing and sharing their ideas.

Using the role play technique, the community acted out a scenario, showing how a couple was fined for cutting trees in a protected community forest area. This powerful tool not only showed the point of view of both of them (the illegal cutters), but also demonstrated how the community advocates for certain policies to maintain their forests and markets. While the couple claimed that cutting trees was their ‘God-given right’, the community pointed out that in these trees there were beehives that were part of their improved livelihoods. The community continued using

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role play to act out different scenes to share knowledge about the benefits that beekeeping had brought to their lives and how to bring other community members onboard in a non-confrontational way.

The community highlighted the development of a 189 ha irrigation scheme (under construction at the time of the PV process) that was initiated under the Programme for Rural Irrigation Development. The Government began this programme because it was convinced that the natural resource management interventions implemented upstream had stabilized the landscape downstream, and that this would enable sustainable irrigation farming. This is one of the major products of sustainable management of the natural and community-based forest reserves through beekeeping that communities in the Lingoni Catchment area are advocating for in future interventions.

The findings documented through this PV process will be used to improve weak honey markets and monitor the continued community benefits that the Lingoni Catchment witnesses, under the Dryland Sustainable Landscapes Impact Programme (DSL-IP) project *Transforming landscapes and livelihoods: A cross-sector approach to accelerate restoration of Malawi's miombo and mopane woodlands for sustainable forest and biodiversity management* in Ntcheu, Balaka and Mangochi Districts. Under this project, 10 000 members of producer organizations will be engaged in the development of green value chains such as beekeeping. The PV revealed the lack of linkages between honey producers and buyer companies. Hence, there will be deliberate efforts to link producer groups including individual honey makers to buyer companies under the GEF-7 DSL-IP. This PV, which was produced in the GEF-6 Resilient Food Systems project in the Lingoni Catchment area, will also be shown to communities in all the landscapes under GEF-7 DSL-IP to foster farmer-to-farmer knowledge sharing.

"Some interventions carried out under GEF-6 such as beekeeping, agroforestry and afforestation have also been targeted for the GEF-7 communities, so it will be imperative to share these successes with new communities. Moreover, there is a need to disseminate best practices identified under GEF-6 to be adapted under GEF-7", said **Harrington Nyirenda, FAO Ntcheu District Coordinator**.

more receptive to a message that may challenge them. To reduce the risks, it is fundamental to ensure a participatory methodology, inclusive of women from the beginning of the process. In fact, each stage in the advocacy process needs to be designed with and for the women and men of the communities to collectively validate harmless advocacy actions.

This section will provide practical instructions for two key tools, the *Problem Tree* and the *Audience Pathway*, and make brief mention of other relevant tools. For an instructional guide on additional advocacy tools, please refer to the *Rights-Based Approach to Participatory Video: Toolkit* (Benest, 2010).

The Problem Tree

The *Problem Tree* is a PLA tool that is often included in the ideation and topic analysis stage of the PV cycle. This tool helps participants to explore issues in depth and identify their root causes and outcomes. The tree provides a visual representation for this kind of analysis: the roots become the causes of the issue and the branches become the outcomes. Having a visual representation of these complex relationships can help participants articulate them more clearly.

Participants can use this tool to explore the environmental, social and economic issues that affect their communities and landscapes. The Problem Tree also enables groups of participants to be specific about how issues may affect different people: for example, the consequences of a problem may be different for women than for men.

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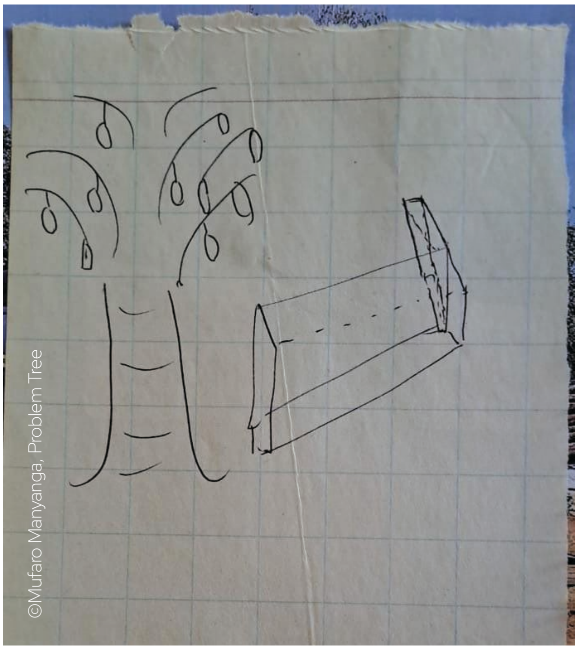

©Mufaro Manyanga, Problem Tree

Problem Tree

The Problem Tree can be followed by a ***Solution Tree***. This tool looks at solutions to the problems identified that that address the symptoms and root causes of the issue. In this context, they might identify solutions facilitated by best practices while also exposing gaps. Identifying the practices that provide solutions to key issues can inform the scaling up and scaling out of agendas.

Instructions

1. On a piece of flipchart paper, draw a tree with roots, a trunk and branches.
2. Participants agree on a problem that affects them and that they would like to explore.
3. Draw, write down or insert symbols representing the problem in the trunk of the tree.
4. Discuss what causes the issue.
5. Draw, write down or insert symbols representing the problem on the trunk of the tree.
6. Discuss the consequences or symptoms of the problem.

7. Draw, write down or insert symbols representing all the consequences of the problem on the branches of the tree.
8. Two participants present the tree to the group.
9. Discuss possible solutions to the problems that the participants have outlined.
10. Start a Solution Tree exercise.

The Audience Pathway

The Audience Pathway is an impact planning tool that enables participants to map out how their intended audience will experience their video. In the PV cycle, it should be used before storyboarding. The main aim of the Audience Pathway is for participants to chart:

- *who* their audience is;
- *what* their audience should think, feel or do after watching their video; and
- *how* the video can influence them (i.e. what the video needs to include to achieve the above).

Different audiences – community members, local leaders, policymakers and duty bearers – will require different strategies to influence them; this tool helps participants to identify these strategies. The Audience Pathway can also be combined with mapping exercises that identify the position the audience may have on the chosen topic. Mapping these positions helps participants conclude whether their audience sees this topic as a non-issue, low priority or as being against

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their self-interest, or if they agree with it. Knowing the audience's position will help participants craft appropriate messages and set realistic objectives.

Instructions

1. Take a piece of flipchart paper and draw a vertical path. Mark one end of the path 'the start' and the other end 'the finish'.
2. Identify the target audience as specifically as possible.
3. Identify what should be achieved by targeting this audience, i.e. effecting change or raising awareness of an issue? Write the aim next to the pathway.
4. Draw the intended audience at 'the start' of the pathway.
5. Indicate how the PV should begin: Is an introduction to the topic needed? Does the audience need to be given a context? Which sounds and images should be at the beginning of the PV?
6. Discuss the end of the pathway and indicate here what the preferred outcomes should be.
7. Indicate here what the impact of the PV should be on the audience.
8. Indicate on the pathway the different narrative elements, visuals and messages that need to be included in the video to sustain their interest and to capture any missing information that they want to raise.

Additional tools

Some other useful exercises that may be included in the PV process are as follows:

- **Video statements.** Participants record each other making statements directly to the camera in order to practise relaying specific messages to the audience.
- **Devil's advocate.** Participants challenge their own perspectives by taking on the positions and beliefs of their 'adversaries' in their chosen topic. This exercise enables participants to strengthen their own messages by considering other positions and anticipating counterarguments.
- **Power-mapping.** This tool identifies where power lies, and whoever has the power to affect change should be included in audience identification. Analysis of power and mapping tools can be effectively used for gender-responsive advocacy, which requires an understanding of gendered power structures.

Dissemination and screenings

Creating a clearly defined and aims-driven dissemination strategy is key to a successful advocacy process. Screenings and the dissemination of advocacy PV should be informed by the objectives of the process and the audience of your PVs. Objective setting and audience identification can be aided through the Audience Pathway, as detailed earlier. It is important to remember the following:

- **Target the audience:** Send out specific invitations to the target audience and make sure that they attend.
- **Encourage dialogue:** Facilitate post-screening dialogue with the audience to engage them in discussing the issues and recommendations presented in the PV. This can be conducted through plenary discussion and feedback or smaller group discussions.

For more details on developing and facilitating screenings, please refer to *Community Screenings for Participatory Video: A Guide* (Benest, 2013).

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